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ABSTRACT

In this document are suggested standards for Iranian university libraries. They have been adapted from foreign library standards to fit the Iranian situation and have been established to guide Iranian university librarians seeking to know the factors normally associated with good quality library service. They are neither intended to lead to poor service nor to outstanding service, but to a level of good service in between. Further, they are considered to be minimum, not maximum, standards, though it is probable that few Iranian university libraries can meet many of them initially. On the other hand, the library which has reached a particular standard should not be completely satisfied with its accomplishment but should continue to improve until it can give outstanding service in that area and can reach the standards in other areas, also. It should be clear that the purpose of these standards is to improve Iranian libraries, not to standardize them. (LI 004244, 004245, and LI 004247 through 004267 are related.) (Author)

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1. Introduction

In this document are suggested standards for Iranian University libraries. They have been adapted from foreign library standards to fit the Iranian situation and have been established to guide Iranian University librarians seeking to know the factors normally associated with good quality library service. They are neither intended to lead to poor service nor to outstanding service, but to a level of good service in between. Further, they are considered to be minimum, not maximum, standards, though it is probable that few Iranian University libraries can meet many of them initially. On the other hand, the library which has reached a particular standard should not be completely satisfied with its accomplishment but should continue to improve until it can give outstanding service in that area and can reach the standards in other areas, also.

It should be clear that the purpose of these standards is to improve Iranian libraries, not to standardize them. Each university should develop along lines best suited to its own unique situation and clientele, some emphasizing one area, others emphasizing another. Each set of standards should be interpreted in the light of the aims and needs of the institution served. No two institutions are exactly alike. However, there are many common concerns, areas of administration and service in all of them with which the standards deal.

Merely achieving these standards will not, however, necessarily guarantee good university library service. Certain factors are normally associated with good service but are not themselves service factors. For instance, allocating 5% of the institutional expenditures to the library does not guarantee that the money will be spent wisely. Each standard must be carried out in its original spirit before library service will be superior.

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Standards are the criteria by which library services may be measured. A standard refers to a definite degree of any quality and is the measure of what is adequate or sufficient for some purpose. It is a goal to be achieved, but does not constitute an ideal, which instead would probably be impossible to measure and might require reaching a score at least triple or perhaps ten times that of the standard. A standard should provide a stimulus for future development and an instrument to assist decision and action by librarians and administrators.

Iranian university libraries have entered a period of rapid growth and change which will extent for several years. New institutions are being established and the expansion of existing institutions is forcing upon them changes in character and organization. The standards should be interpreted in a spirit that will enable Iranian university libraries not only to maintain but to strengthen their position in the face of new challenges. In a few foreign countries there is an established tradition of standards and methods providing a reliable development guide for university libraries. However, in Iran there is no tradition to lean upon and library personnel need guidance in determining proper service standards.

In reflecting changing conditions, these standards are intended to give practical assistance for dealing with everyday problems and persuading university administrators that certain minimum library standards must be met. They are intended to measure present achievements rather than set ideal goals for the future. Further, they are intended to set measures of performance recognized as models for imitation. These standards apply to all Iranian university libraries. However, they are more easily applicable to large central libraries than to small faculty or institute libraries. The latter will need to study these standards carefully as well as those written for four years college.

These university library standards were prepared for use by the Ministry of Science and Higher Education and the Institute for Research and Planning in Science and Education. Also, they may be useful in teaching library administration and academic library courses in Iranian library schools. They have been developed with the cooperation of librarians and

educators who have made helpful suggestions. These standardsshould be revised after five years of experience in using them. Assistance in interpreting and in using them will be provided by the Tehran Book Processing Centre Planning Department.

2. Objectives

The overall objective of Iranian university libraries should be to provide library purposes to support the national demand for university education. On the local level, a university library's objectives should be to

a) Acquire and organize the books, periodicals and related materials needed in connection with the university educational program.

b) Provide conveniently arranged and reasonably comfortable physical facilities for study and reading

c) Study the part which book use plays in the institution's educational work and the ways of facilitating this use.

d) Provide students and faculty members with guidance in using library materials.

e) Support the research work of faculty members and students.

f) Provide books of a general and recreational character.

g) Preserve university historical records.

h) Encourage the development of life-long reading habits.

i) Give modern library service to university students and faculty.

j) Provide access to the resources of other Iranian and foreign libraries on behalf of local faculty and students, through active interlibrary co-operation in the Iranian Information Network.

Each library should have its own specific objectives clearly defined and written out. They may include a collection large and up to date enough to inspire teaching and provide strong intellectual stimulation, The encouragement of the library's responsibility to play a cooperative role in the commuhity, and to cooperate with the entire Iranian scholarly world may be included also. The standards to be followed in attaining these objectives should be clearly understood.

3. Library Administration

This section summarizes some generally accepted library administrative principles. Administrative personnel should be occupied primarily with managerial functions and skills. Middle management (department heads) usually spends some time in exercising library technical skills and the rest in using managerial skills. Library administrative functions include—

1. Planning	4. Directing	7. Evaluating
2. Organizing	5. Controlling	8. Reporting
3. Co-ordinating	6. Staffing	9. Budgeting

Planning consists of making decisions in anticipation of future events and drawing up plans for future action. First, objectives must be defined clearly. Second, action must be taken and chronological progression enumerated. Third, methods and procedures must be stated.

a. Objectives. Defining objectives or goals is the most important part of the administrative process.

b. Policies. A policy is a general guide to staff thinking. Clear policy delimitation enables implementing department heads to understand it and stay within boundaries. With the aid of other administrative officers, the director formulates and authorizes policy.

c. Procedures. Library procedures should be analysed in detail at recuring intervals by departmental staff to obtain greater efficiency.

Organizing is the process of grouping functions in managerial units, assigning duties, and defining authority relationships.

a. Authority. The clear definition of authority limits and relationships, together with collateral responsibilities, is necessary to prevent personnel disharmony. Misunderstandings can arise from conflicting lines of authority. Authority is the rightful power to direct a subordinate to do or not do something. There should be a continuous chain of command, traceable in authority relationships, from the director to each staff member.

b. Authority Limitation. Every staff member is subject to authority limitations concerning the activities and the persons over which he has command. These limits should be clearly defined in writing.

c. Authority Delegation. A general delegation of authority is rarely satisfactory. An organization is a formalized structure of delegated authority which should be defined clearly in writing under

(1) duties and responsibilities

(2) authority limitations

(3) permission to make certain decisions without reference to higher authority.

d. Departmentation. Since library organizations vary so widely, rigid departmentation patterns should not be prescribed. Once the departmentation pattern has been chosen, however, department functions, activity limits, and responsibilities should be defined clearly.

e. Line and Staff Relationships. Line authority entitles a staff member to give orders to a subordinate. Staff authority entitles a staff member only to give advice to other staff members.

f. Span of Management. A manager can effectively supervise only a certain number of subordinates. The span depends on the personal qualities, abilities and training of the personnel involved. Partly because of their greatly varying activities, a director cannot effectively supervise more than 3-6 immediate subordinates — assistant directors, administrative assistants, and department heads. Within library departments the control span can increase. In general, there should be at least one supervisor to each ten staff members. Each separately located service point should have a supervisor. In large departments there should be subdivisions with section supervisors, who are frequently subprofessionals.

When a department becomes large (i.e., 25-30 and over) (Stage 1), it may be more efficient to divide it into two departments on the basis of functions or numbers

e. g., dividing the technical processes department into a cataloging department and an order department (Stage 2). Stage 3 might be book order department, book cataloging department, and serials order and cataloging department. State 4, book order department, preparation department, book cataloging department, serials order and cataloging department.

In coordinating them, the administration plans and supervises the relationships between the activities of the various library departments. This is done to prevent wasteful overlap and conflict in activities and to ensure that the departments mesh cleanly.

One of the principal tasks of library administration is that of directing, in which action is initiated and the organization kept moving along a pre-determined path. A direction springs from a decision; the director passes on decisions in the form of directives. In college libraries it is the chief librarian's task, but in universities the director may delegate much of the directional authority to subordinates.

Controlling consists of corrective adjustments so operations fulfill established policies, standards and procedures. Successful library control depends upon:

a) establishment of goals or standards of production or service, and

b) adequate information regarding library activities, acquired through personal supervision and reports.

Staffing.— recruiting, selecting, training, promoting and dismissing staff— is an important concern of both junior and senior administrators. The staff is the most important of the library's major facets.

The director should establish evaluation systems giving an objective picture of operations and staff. Such systems will rely on statistical report forms in addition to frequent interviews with department heads. Without a carefully planned evaluation system there is danger of reliance upon subjective judgements. The director must report to his superior on the performance level of library operations and on future needs. Within the profession, the director should report to his peers for comparative purposes. An agreed on form of statistical and prose reporting should be followed. Reporting is

carried out through personal conferences and formal written reports at stated intervals. Reports come from department heads to the director and in turn from him to the chancellor. Budget administration requires supervising and co-ordinating descriptions of purchase specifications, purchasing, accounting and financial reporting and control throughout the library system.

4. Communications

The librarian (unlike the doctor or the teacher) faces organizational problems similar to those in business and industry. Good communication channels each way for directives and information are essential to effective library functioning. Good personal relationships and high staff morale influence communication favorably. In recruiting staff, the librarian should avoid persons with personality and emotional problems which will hinder communication or lower morale. Personal communication success should be evaluated in personnel administration. Communication system efficiency depends on the precision with which responsibilities within the management hierarchy have been defined. For efficient performance at every level, each person should know the activities for which he is responsible and the person to whom he is accountable.

The following types of information flow from higher to lower levels: directives, objectives, policies, procedures, information and decisions. Performance information passes from lower to higher levels. The latter type of information should consist of reports on work activities and achievements, opinions and attitudes. The library administration should deliberately plan, organize and supervise communication channels effectively throughout all staff levels. There should be too much information rather than too little.

Regular department head meetings should be organized at weekly or fortnightly intervals. Written minutes should be kept of these meetings. This is the principal formal communication method between the director and his subordinates, and among

them, but should be supplemented by personal informal interviews. It is advisable to arrange all personal interviews for library staff and visitors as firm appointments. Junior staff should have regular access to their department heads to discuss work and personal problems. Department heads should repeat the communication process within their own departments by means of formal and regularly scheduled staff meetings and personal instruction. The entire staff should be kept in touch with the total picture of library operations.

Oral communication are immediately effective and can resolve misunderstandings quickly and certainly. However, written communications provide a permanent record and more often ensure complete understanding. All decisions on policies and procedures should be recorded.

While Persian will be the official and most frequently used language of the university, any professional will find facility in a foreign language useful in keeping up with the literature of his field and in dealing with foreign visitors and faculty members.

Communication is a two-way process and the information giver and receiver must make a genuine effort to understand each other. Effective communication is most readily achieved when conducted within attitudes of loyalty, mutual trust, and respect. Morale will be higher in situtations where salaries are good, the work challenging,and the library successful, or at least where the library administration makes a strong effort to improve these conditions. Frequent consultation with staff members on policies and procedures will promote a friendly atmosphere and strengthen staff morale.

It is the director's responsibility to see that his staff members keep well informed about new library developments in Iran and abroad and about new communications ideas. The director may route reports and other publications to select staff members and use travel funds to send them to conferences. Conversely, the director should supply

information about his own organization to librarians elsewhere, particularly local innovations.

The library has a public relations role to play in interpreting its services to students, faculty and administration. This is an important administrative task and should involve spreading favorable publicity. Good public relations in interpreting library services are very important in stimulating library use. Such activities as releasing annual reports, publishing handbooks, lecturing on library facilities, describing the library in the university catalog, and using newspaper, radio, TV, bulletin boards, posters, booklists, book bulletins, displays, orientation courses, and tours are helpful.

The annual report should evaluate the year's work, describe accomplishments and goals reached, as well as weaknesses remaining in the library's program. It should estimate library needs, identify strengths and deficiences, and state the goals to be achieved in a given period of time. The following topics may be included:

a) State of the collection

b) Library use figures, trends, changes, and attempts to improve usefulness

c) Statistics of book processing

d) Personnel actions

e) Improvements in physical quarters

f) Special administrative problems

g) Recommendations for the future.

5. Budget

The library budget should be determined in relation to the total institutional budget for education and general purposes, but the library allocation should be based upon a program of optimum service in support of university goals. In assessing the

necessary financial support standard, account should be taken of the following factors: bookstock size and quality, student enrollment, faculty size, extent and growth of graduate studies, extent to which textbook teaching is pratical, variety of subject fields covered, as opposed to the use of supplementary readings, institutional growth rate, amount of faculty research, extension projects and growth of new courses. The factor which most affects the budget is student enrollment change. Not only does it affect the total budget, but a rapid increase in graduate students will affect the materials budget strongly. It should be remembered that library budget changes must anticipate enrollment changes by several years to give time to select, acquire, organize and service the added material.

A per student expenditure figure provides the most accurate comparison of support. University libraries should average an annual expenditure of 400 tomans per full-time student including 200 tomans per student for materials. The per person cost of library service varies greatly between different types of students. As a generalization, however, the cost for graduate students is about eight times that for undergraduates. Library expenditures expressed as a percentage of university expenditures should also be used to check upon the per capita figure. Percent of total institutional educational and general expenditures spent by the library should equal at least 5%. Educational and general means operating expenditures of administration, instruction, research, extension services, plant operation and maintenance, and organized activities related to instructional departments. This percentage is for a well established library with a good collection of materials. With a rapid increase in enrollment, course offerings, or audio-visual programing, it should be augmented. The library budget for a newly organized college should be considerably higher than normal during the period when it is acquiring a basic collection. Normally the library budget should be allocated as follows: Staff, at least 50%, materials 45%, general expenses 5%.

Budgetary control methods should conform to those used in the university business office. Library budget proposal preparation is the responsibility of the director. The needs of all library and teaching departments should be considered in relation to development plans. Advice from the library committee may be sought in estimating the materials budget. The director should plan a balanced library program, correct deficiences in the collection, and plan for future needs. Allocation of funds within the total library budget should be the director's responsibility, and he should have authority to do so. His signature should appear on each authorization to encumber and spend this money. The library should be given a written statement of the total annual budget available for personnel, materials, supplies, equipment and other expenses. The director should be free to set specifications and chose suppliers within government regulations.

The library should keep detailed and centralized records of expenditures and revenues so monthly financial reports can be obtained. Records for all funds should show the amount spent last year, total budget allocation for this year, amount spent so far this year, amount spent last month, amount encumbered but unpaid this year, and balance remaining in the budget. The director should have sufficient budget control to tell the current status of each library budget category each month. Invoices should be checked and approved expeditiously in order to secure discounts and facilitate business office operations. There should be close cooperation between library and university business offices, and one set of records should be checked regularly with those of the other office. However, unnecessary duplication in item posting should be avoided.

To coordinate efforts more efficiently and avoid overlaping reponsibilities, all books purchased with institutional funds should be under the control of the director and should normally be housed in one of the institution's libraries. Likewise, all funds for the purchase of books, serials, maps, pamphlets, supplies, and equipment should be under library control. University funds can be used more wisely and efficiently with this arrangement. Also, for the same reason, all personnel employed

in institutional libraries and their salaries should be part of the director's budget, though most Iranian institutions keep them separate now.

Expenditures on continuations (annuals, irregulars, and other non-periodical series), should equal about 33% of those on periodicals. Normally expenditures on monographs should be 150% of those on periodicals. Also, serials (periodicals and continuations combined) should consume about 40% of the total materials budget, with monographs about 45%. For every 10000 tomans in the materials and binding budget, allocation should be roughly as follows:

Books	4500
Continuations	1000
Periodicals	3000
Binding	1500
	10000 tomans

Many university libraries may spend a higher ratio than the above on continuations and lower on books, while junior college libraries may spend the reverse. A substantial portion of the book budget may be divided among subject fields, basing the allotments on information from the teaching departments. All subject field purchases should be charged to the departmental allotment. Allotment to teaching departments should be spent under the supervision of the departmental chairman or his representative. However, the director has full authority to spend the materials budget as he thinks best. Departmental distribution should be based on the

1. Size and quality of the present library collection in the field
2. Relative book cost in the field
3. Extent of the graduate program offered
4. Extent of the undergraduate courses given
5. Teaching methods, lecture-textbook vs. reading oriented
6. Amount of research requiring library resources
7. Number of faculty members in the field
8. Number of students in the field
9. Availability of books in the field

A substantial fund, at least 30% of the material budget, should be kept for assignment by the director to the general fund. Funds uncommitted in the departmental allotments four months before the end of the fiscal year should revert to the general fund.

The continuing appropriation required to purchase periodicals should be maintained in a separate fund. The amount to be added annually to this appropriation will vary substantially with growth in enrollment, the curriculum, research programs, and serial price increases. The latter average 5% per year for U.S. titles.

6. Personnel

The library should have a broadly educated and well qualified staff. It should perform a great variety of important services and be responsible for effective library operation and collection interpretation. Personnel matters must be controlled by the library administration in line with university personnel policies. Close liaison should be carried out with the university personnel officer. In-service training should acquaint staff members with library purposes and functions and procedures should be taught within their own departments.

In all cases, professionals are librarians who have graduated from an approved Iranian or foreign library science curriculum leading to an undergraduate Bachelors major or a graduate Masters degree.

Librarian should have faculty status, rank and titles identical to those of the teaching staff. Of course, librarians should be expected to meet requirements for graduate study similar to those of the teaching faculty. Continued graduate work in library science or another area should be encouraged, and it may lead to a second Master's or a Ph. D. degree. Faculty status results from the formal recognition by an institution's authorities of the close association of librarians with the university educational program. Librarians should be subject to the regulations and administrative procedures which govern other faculty members. In all matters relating to the commencement and conditions of employment, salaries, superannuation, benefits, and academic associations, librarians should have the same prerogatives and responsibilities

as other faculty members. Care should be taken that professionals are not assigned clerical work because this is wasteful and demoralizing.

Staff members must be chosen with care, since they perform such a variety of important educational functions. They should be hired on temporary contracts until the director of libraries is sure of their success on the job. All staff members should work fulltime and should be hired on the basis of their promise as hard workers, not because they are relatives or friends of staff members or have political influence. Women should receive equal consideration with men for every position. Provision should be made for recognizing exceptional ability through promotion or salary increases. If their background, experience, and positions are similar, their pay should be similar to that of other college staff members.

The director should have library experience, good administrative ability, scholarly interests, and understanding of the academic program, and the ability to work successfully in developing projects with students, faculty and administration. He should be a person in whom staff members, faculty and administration will have confidence. If possible, he should have had some opportunity to observe excellent foreign university libraries, and better yet, to have worked in them. No faculty member should be made library head unless he is alert vitally interested in building up heavy collection use, a well organized and hard working administrator, freed from other teaching and administrative duties, and no professional librarian is available.

The director of libraries is a senior Iranian administrative officer whose position should be so recognized in formal and informal relationships with the university administration and faculty. He should be responsible directly to the chancellor or the chief academic administrator who appoints him for the administration of all university library services and resources. He should be consulted by the Chancellor on the library's budgetary needs prior to final budget decisions. Any administrative or budget ruling affecting library welfare should be made only after discussion with the director. Academic matters demand close cooperation with the dean, also. He should have dean's or at least department head status in the university. He should be a member, ex officio, of the university body which formulates educational policies and teaching programs. He should also be a member of the main faculty committees and university groups related to library activities. The director is responsible for the administration and operation of the library system and is ultimately responsible for all of the staff does or says on the job. Therefore, he must retain his power of command over all activities. Efficient communication channels are very important to him. His particular tasks should include

a) Active guidance of book collection growth and development

b) Defining and promulgating library policies and regulations to ensure their effective operation

c) Strong advocacy of the status, privileges and fair remuneration of the library staff; making recommendations to the university administration concerning all appointments, promotion, demotion, or dismissal, and interviewing professional applicants.

d) Preparation of financial estimates and budget proposals

e) Library expenditure control

f) Liason with the chancellor and other senior administrative officers

g) Public relations work

In addition to professionals, the library should have an adequate nonprofessional staff. Subprofessionals who have bachelors degrees in another subject field will be needed as well as capable bilingual typists and reliable clerks. Few Iranian libraries have as many capable subprofessionals and bilingual typists as they need; in fact, many are still searching for qualified professionals. Typical nonprofessional duties require bookeeping, typing, searching, acting as a secretary, filer, janitor or cleaner.

The faculty is deeply concerned with the library; it is of primary importance in their instructional program and their own professional growth. An alert faculty never allows a library to suffer from neglect or to diverge from the educational program. Neither does a good faculty concern itself with internal administration.

A committee of faculty members should be appointed or elected to advise the director. Membership should give broad representation to all disciplines and should include the university administration, but individual members should not represent particular departments. Appointees should include both senior and junior faculty members who can put library interests as a whole above departmental needs. The director may serve as secretary, though it is advisable that he not be chairman.

In cooperation with the director, the committee should be concerned primarily with

a) Advising on the formulation of library policy and budgets to develop instructional and research resources

b) Representing faculty needs to the director and library policy to the faculty

c) Apportioning book funds to departments.

In many Iranian institutions an advisory student library committee will be helpful, also. It presents suggestions on student body and library relationships and may be useful as a sounding board for new ideas. Or, the faculty and student committees may be combined.

Staff size will vary with institution and faculty size, type of library organization, service required, size, character and growth rate of the collection, the teaching methods used, types of curricula and building arrangement. Table I summarizes minimum staff size recommendations. The ratio between various levels of full-time staff members should be approximately the following:

Professionals	1
Subprofessionals	3
Typists	3
Clerks and janitors	2
Student Assistants (part-time, including typists)	2
	11

In applying quantitative standards, the key is the number of professional library staff members. The supporting non-professional staff should then be added in proportions varying according to the department. The following are recommended university library ratios of professional to all other full-time library staff, department by department: Reference 1:2; Circulation 1:2; Acquisitions 1:15; Catalog 1:5; Administration 1:3. Any wide divergence from these average ratios would be justified only by improved service. The first three professionals hired should work, one each, in administration, service, and processing.

Table II is a suggested Iranian university library organizationchart. It should be expanded considerably for a large university. This chart should confirm the fact that professionals, subprofessionals, typists, clerks and students are useful to the library in that order.

7. The Collection

The collection of books, periodicals, pamphlets, documents, newspapers, maps, microfilm, microcards, and other materials must be selected and organized to support the Iranian institution's educational and research programs. It should meet the full curricular needs of the undergraduate and graduate students and be easily accessible to them. Its adequacy to stimulate in breadth, depth and variety, are vital. Also, it should assist faculty members in professional growth and provide for book-oriented independent study programs.

The collection should include many high caliber works which will arouse intellectual curiosity, counteract parochialism, and help to develop critical thinking. The collection should challenge all parts of the student body and assist in their intellectual growth. Representative works should be avaialble in all fields, even those not currently taught. The collection should reflect the diversity and the breadth of the Iranian university educational programs. It should keep faculty members abreast of their fields and introduce students to their Iranian and world heritage. In so doing, it should provide them with a background of information about their culture and instill in them the enthusiasm for books from which hopefully will spring the life-time habit of good reading. Library provision should be made for stimulating recreational reading.

Every library should have a growth and development policy outlining (1) subject areas of greatest interest in which research and graduate work are carried on and where extensive and intensive coverage is required, (2) areas of moderate interest to serve an undergraduate major curriculum, and then (3) areas of minor interest where only reference and other basic books need be purchased. In all fields, universities should select good quality, recent and useful books and avoid indiscriminate buying. No lapses can be permitted in support because of the gaps they will make in serial and book holdings. Attempts at book selection censorship must be resisted.

Material selection should be the joint responsibility of the teaching and library staffs. The teaching staff should be consulted about the books needed for present and future teaching and research programs. Information about new and reprint publications in their fields of interest should be sent to them. Particularly in a rapidly growing library, the professional staff should have the responsibility of initiating orders in all fields, also. Library holdings should be checked against Persian and foreign current and standard book reviewing sources and bibliographies and the necessary purchases made to keep the collection well-rounded and current. A high percentage of listed titles relevant to the university program should be available in the collection or else should be ordered. Foreign language publications will make up the majority of materials in many curricular fields.

The reference collection must be up to date and broad in coverage of both Iranian and foreign material. It should include standard reference works in all major fields of knowledge and a good selection of outstanding subject bibliographies. Regular and direct library staff purchase of the following types of books will be required:

1. Reference books
2. Replacement copies
3. Duplicate copies for reserve
4. Recreational books
5. Filling collection gaps
6. Publications classifed in no university dept.
7. Works which cross subject lines
8. Expensive sets
9. Anticipation of future book needs
10. Special projects requiring book support

Periodicals, newspapers, and continuations constitute an invaluable source of reference material on many subjects. They should be selected by the librarian with the assistance of the faculty. A periodical is a publication appearing at regular but less than annual intervals and continuing indefinitely. The recommended periodical collection size is shown in Table I. The periodical subscription list should include titles of lasting reference value as well as journals helpful to the faculty. The collection should include titles to support all courses in the curriculum and all research projects. In addition, titles will be needed for general reading which may not relate closely to specific courses.

Periodical selection should be made from standard acceptable lists of the more significant titles on the subject, and should include several indexing and abstracting journals in the fields covered by the university, as well as the serials indexed and abstracted in these journals.

Examples are: Soltani, P., Directory of Iranian Periodicals, Tehran, Irandoc; Abozia, P., Directory of Iranian Newspapers, Tehran, Irandoc; International Periodicals Directory, New York, Oxbridge; Ulrich, C., International Periodicals Directory, N.Y., Bowker, and Koltay, E., Irregular Serials and Annuals, an International Directory, N. Y. Bowker. All serials should be checked into a visible kardex file which will facilitate proper record keeping and claiming. Serials of permanent significance — probably a majority of titles — should be bound or made available in microform for reference use.

Newspaper reading is increasingly important in an era of world-wide political and social changes. Subscriptions should provide ample news coverage at the Iranian national and local levels. Permanent availability of the files of at least one major Iranian newspaper is desirable. Various foreign political viewpoints should be presented, also, and the library should provide all sides of controversial world issues.

A government document is a publication issued by a local, ostan, national or international government. A university library should provide access to useful Iranian and foreign documents within its fields of study. Document collection organization rules may be summarized as follows:

a) There are advantages in handling a large document collection as a separate section. A central documents acquisitions, receiving, recording and classifying section provides an efficient coordinating device and should reduce duplication. Special shelving and service can be provided economically in a central collection and central serial recording in a kardex file used efficiently.

b) Alternately, smaller libraries or those with small documents collections may prefer to process them along with other serial materials. All titles must be recorded in the public catalog or in a separate serials list.

c) However, when printed document indexes cover holdings, as with UN documents, less intensive cataloging and indexing are required. In lieu of full cataloging, the coding used by the government agency to identify documents in issuing printed indexes should be used. A clear and logical document arrangement should facilitate quick location and refiling.

Audio-visual materials are an important part of modern instruction. If no other agency on the campus supervises the audio-visual program, they should be ordered, housed, and administered by the library. They include films, filmstrips, slides, tapes, recordings in music, drama, speech and languages. Adequate facilities for equipment and material use are vital. The same high selection standards used for books apply to films and recordings, also. A trained staff member and budget allotment should be provided for these materials which should be indexed in the library's catalogs where they can be located easily. A judicious selection of Iranian and foreign pamphlets should be made, also. Quality paperbacks, photo-copies, micro-texts, and microfilm should be imaginatively utilized.

A gift and exchanges section should be established to coordinate solicitation and receipt of gift and exchange material of all kinds. Gifts should be accepted only when they increase library collection strength and carry no unreasonable restrictions. They should be integrated with the regular collection, not shelved separately. If the university will provide copies in quantity for library use of its own published books, pamphlets and serials, particularly those published in latin languages a major exchange program can be established. The library can offer this material free in exchange for publications provided free by other organizations.

The strength of the collection must not be impaired by excessive numbers of duplicates and textbooks, yet certain courses will depend heavily on library reserve books for outside reading. Teacher's training college students should be provided with the opportunity to become familiar with the audio-visual materials, children and young adults books, textbooks and other curricular material eventually helpful in their teaching careers.

The following considerations will determine library collection size: curriculum breadth, instructional methods, number of students, faculty demands, the availability of other appropriate Iranian library resources, and whether the student body is dormitory residential or commuting. The size of the university library book stock is an important indication of its value. Holdings should be increased as enrollment grows and the complexity and depth of course offerings expand. A minimum total size is given in Table I, beyond which the standard is based on the number of book or serial titles per student. Libraries with strong financial support, a vigorous faculty, and talented leadership will forge ahead of any Iranian minimum standards. The Tehran Book Processing Centre (Tebroc) can be helpful in selecting and processing the library's collection.

Book and serial obsolescence rates vary greatly, but in the field of education, for example, they have been estimated to be 30% during the first decade of a book's life, 50% in the next decade, and 95% in the following decade. Obsolete books,

superseded editions, old recreational periodicals, broken files of unindexed journals and reference works, superfluous duplicates, and worn out or badly marked volumes should be continuously weeded with the advice of faculty members. They may be boxed and stored with catalog cards filed or sent to the Iranian Duplicate Exchange Union of the Iranian Documentation Centre for exchange with other libraries.

8. Technical Processes

Materials should be purchased from local and foreign jobbers, dealers and publishers. Their service should be prompt, honest, and accurate. They should follow the library's order instructions carefully. Frequent correspondence is necessary to clarify orders and reports. The Tehran Book Processing Centre can carry out all acquisitions and cataloging responsibilities for Iranian college and university libraries. It will charge standard fees for those services.

Iranian university library processing should be done rapidly. Material received should stay in the acquisitions department no more than one week before being passed on to the catalog department. The annual work output of each acquisitions employee should equal at least 2500 book and serial titles ordered and received. In other words, a full-time acquisitions department staff of ten people should be able to order and receive 25000 titles each year. In a separate acquisitions department, one professional is required for every 5000 titles ordered annually. When fewer than 5000 titles are ordered annually, acquisitions should be combined with cataloging into one processing department. Periodical processing staff should equal one person per 300 titles received.

Time limits from receipt of request to placing the book order

Simple current material	1 week
Rush requests	1 day
Second-hand items	1 day
Obscure items	1 month

Books cleared through department after receipt of invoices

Regular items	1 week or less
Rush items	1 day

Unintentional duplication should be minimized, 1% of the titles received being an acceptable margin of error. However, for expensive titles, the margin of error should be even lower. For unusual titles, where searching is very difficult and expensive, the margin can be somewhat higher. When bulk purchases are made, duplicates may be accepted to obtain other needed material.

On every title ordered, the library should provide full information for the dealer, but the cost of extensive searching must be considered, also. As a measure of the efficient ordering of second-hand material, for which speed of catalog checking and ordering is vital, at least 25% of the titles ordered should be received. Orders should be placed by ship mail for Africa, Asia and America or by truck for Europe. Rush items may be ordered by air mail. All order correspondence should travel by air mail. All books and bound serial volumes added to Iranian government libraries should first be entered in an accession book.

Useful selection and acquisitions tools include:

1. The Iranian bibliographies published by the Tehran Book Society and the National Library, Tehran.
2. The bibliographies published by the Iranian Documentation Centre, Tehran, for selecting Iranian books
3. Enteghade Ketab for Iranian book reviews
4. Rahnema Ketab
5. Ayandegan Newspaper
6. Nemaye Daneshkadeh Pezeshki
7. Choice (American Library Association) in selecting American books
8. Book in Print, Bowker, USA
9. British Council, British Book News, Useful for British books.
10. Whitakers Annual, Whitaker, U.K.
11. La Librarie Francaise, Paris, La Cercle de la Librairie.

The material collection should be fully cataloged and classified for efficient use. There should be close coordination and no duplication of work between acquisition and catalog departments. When original cataloging is done, a monthly average production should be expected of 200 Latin titles per full-time professional cataloger with supporting staff, or somewhat above one title per hour worked. For Persian and Arabic original cataloging, one title every three hours or 60 titles per month should be expected. Printed catalog cards may be ordered from the Library of Congress for American, British Museum for British, and the Tehran Book Processing Centre for both foreign and Persian titles. All sources are quite inexpensive. Printed cards should be checked by subprofessionals and revised by a professional. An average printed card work production of 500 Latin and Persian titles monthly or about three titles an hour per professional cataloger should be expected. A competent professional cataloger should be able to work without supervisory revision after one year of experience.

Non-professional work standards:

Filing	60 cards per hour
Revising filing	150 cards per hour
Finishing catalog cards (typing of added entries, stamping, etc.)	70 cards per hour
Master card typing, Latin	20 cards per hour
Master card typing, Persian	15 cards per hour

Under normal circumstances, volumes should be cataloged within one month of being received in the catalog department, never longer than three months. All material should be completely processed and ready for the shelves within one week after cataloging. Cards should be filed in catalogs at the same time as volumes are sent to the shelves.

The following cataloging tools should be used:

a. Anglo-American Cataloging Rules, 1967, American Library Association, Chicago, in the University of Tehran Central Library translation. Separate Persian adaptations by the Tehran Book Processing Centre are available, also.

b. Library of Congress Subject Heading List (Washington D.C.) Subject headings should be edited continually to keep the public catalog abreast of modern developments.

c. Library of Congress Classification Schedules, with as few modifications as possible, except those for Iranian history, religion and literature developed by the Tehran Book Processing Centre.

d. ALA Rules for Filing Catalog Cards, plus those developed by the Tehran Book Processing Centre for Persian cards.

e. Cutter Sanborn Author Number Tables, plus the Persian author number tables developed by Amir Nikbakht and the Tehran Book Processing Centre.

f. Printed National Union catalog.

The catalog department should be responsible for the maintenance of

a. A public (main or union) dictionary catalog near the circulation desk. Alternately, consideration should be given to use of a classified public catalog which will locate cards for all titles in one numerical sequence or to a divided catalog which will divide the cards into two catalogs, authors in one section and subjects and titles in another.

b. Duplicate faculty library public catalog as needed

c. A union shelf list in the catalog department

d. Duplicate faculty library shelf lists, as needed

e. Authority files: subject, name, series, in the catalog department.

9. Public Services

The library should be the focal point for campus cultural life and function as a centre of community affairs in connection with adult education programs. It should assist in the counseling program by providing occupational and vocational material, also. Student use — the ultimate test of library effectiveness — is the result of many forces including habit, convenience, the availability and attractiveness of library quarters, staff personalities, and the way librarians and instructors work together, but chiefly of the faculty's teaching methods. If the Iranian library is not serving as fully as it might, probably lecture-textbook or other unimaginative teaching is still being used. A stimulating instructor creates an inquiring student who develops resourcefulness because he wants more than routine methods will give him. Thus, good teaching and good librarianship unite to produce skilled, self-reliant, habitual library users. Independent and honors work provide an especially favorable climate for it.

The director should realize the benefits to be derived from pooling resources with other libraries. Such cooperation should enrich the material available locally and save money, also. He should cooperate with other libraries in material purchasing to avoid unnecessary duplication. Also, the library should cooperate in providing reference service to readers beyond the campus. Most of the requests unfilled locally should be for research material which can be located through the Iranian Information Network. On the other hand, each academic institution should take full responsibility for complete library service to its own students, faculty, and staff. Iranian public and university libraries nearby can be useful to supplement facilities, but they cannot replace them.

Iranian universities receive substantial support from the government and should be prepared to cooperate with public, school, special, and college libraries in their

ostans and elsewhere. Responsible persons and community organizations should be given reference, photocopy, reading room and circulation service, even though they have no formal university affiliation.

Public service standards are related to the type of work done, irrespective of departmentation. Normally, the library should be open at least twelve hours a day, six days a week. At least one reading room should be open before the day's first lecture. Longer reading room hours should be provided during final examination periods. A library assistant should be available to assist readers in using the catalog and locating materials. General reading should be encouraged by displays, booklists and staff book knowledge. Except for closed reserve books, rare books and manuscripts, all university books should be on open shelves and available to every student and faculty member every hour the library is open. In order to make maximum use of the collection, every campus book should be included in the union catalog housed in the central library. Faculty members and students should be notified of new acquisitions. As new courses are added, the librarian should be consulted early regarding new materials in these areas.

In circulation work the staff supervises and records library materials use. Public photocopy service may be included in these activities. Service standards and practice should be the same in subject departments, specialized collections, faculty libraries, and the main collection. The library must serve all students equally, whether enrolled on the main campus or in extension courses in a nearby city, and no matter what the student's faculty. Special borrowing privileges should be given to students from other universities and to alumni. The library should maintain a file of the correct and up-to-date names and addresses of all borrowers, students, faculty, and others. No fee should be charged the student for becoming a library user, but fines may be charged for overdue books. By means of his university registration card, including a photograph, the Iranian borrower may be required to identify himself before charging out material.

For every piece of material loaned, the loan system should supply the location and the date due. Quick access to information is as important as charging and discharging speed.

Books may be reserved for heavy use in multiple copies when requested bythe course instructor and for periods varying from one hour to one week. Faculty members should indicate the titles to be placed on reserve and the class enrollment, number of titles on the reading list, and number of pages required in the book. The number of copies may range from one for every six students in the course ~~af~~ to one for every twenty students.

In reference work, the library staff assists readers in using the card catalog, in locating material toanswer specific questions, and to provide background reading for term papers and research. An efficiently organized reference service should provide both direct and supporting service to readers, should acquire and maintain adequate resources. Direct service consists of

a) Instruction. Formal group library use instruction should be available to all readers.

b) Guidance. Students and faculty should be guided individually to resources in their own and other libraries and assisted in using them.

c) Assistance Policy. Users should be guided in using the library rather than either being ignored or the needed information found for them. They should be taught how to use the library successfully and independently.

Every new student and faculty member should receive one hour of instruction in library use, preferably more, especially for graduate students and faculty members carrying on research. Informal short courses may be offered for the latter groups. Undergraduate instruction should include use of the major types of reference books and subject bibliographies. Voluntary library orientation programs should be well publicized to attract many students. A handbook should be provided which explains the library's

quarters, departments, collection and services. Instruction in interpreting the catalog and the classification scheme should be included as well as acquisitions policies and reserve book service.

Supporting service consists of

a) Adequate quarters and equipment

b) A good collection of standard Persian and foreign reference books kept current by checking and purchase against authoritative lists.

c) A sufficient number of staff members familiar with the reference collection and typists to support them. As the collection grows, there will be increasing need for staff members with varied and intensive subject knowledge. Service quality is increased by staff specialization.

When establishing a new university, the library is one of several departments which must be started at least a year before students begin course work. This will allow time to order supplies and equipment, to select, order, catalog, prepare and shelve books and other materials and to have them ready for service on the first day of classes. Not only will the director be needed early but several of his assistants, particularly in processing, must be appointed early, also, before most of the faculty members are hired. The library should be one of the first buildings to be constructed on a new Iranian campus.

10. Branch Libraries.

A branch library is a collection of material with supporting services, organized to meet the student and faculty needs of a particular university faculty, school, institute, or department. Such a library may be located in close proximity to the offices and classrooms of that faculty or may be a reading room in a central library building. A closely related concept is that of the divisional library, a staff,

collection, and reading room located either in proximity to departmental offices and classrooms or else in the central library building. It is organized around service to an entire division of knowledge, such as the biological sciences, and serves all faculties, departments and institutes in that subject area.

Faculty library establishment should be a major policy decision by the director of libraries, the university administration and the faculty and student library committees. The assumption of the budgetary and personal responsibility for such an ongoing enterprise should not be undertaken lightly. Important factors which must be considered: types of service required; effect of relocation of materials on other users and the group requesting a departmental

library; availability of well qualified staff and of suitable quarters. It should be pointed out that the trend in university libraries is toward centralization of all services in one building which encourages more efficient and heavier use of staff, materials and quarters by the entire campus at lower expense.

When certain laboratory and reference manuals are needed for frequent reference by a particular teaching and laboratory staff, small collections of such books may be deposited in the faculty or department. They should be loaned from the central library a semester at a time to the dean or the faculty member in charge and should be subject to immediate recall when needed elsewhere. Normally, the collection should not be allowed to grow beyond 200 volumes. The development of small part-time departmental, faculty and institute libraries serviced by office staff should be discouraged since they provide only partial service to groups deserving full service. If there seems to be demand for a larger collection, then a decision is needed about establishing a faculty library. To the extent possible, a laboratory or even a faculty library should consist of central library duplicates.

Most of the generalizations in other sections of this set of standards apply also to faculty libraries. Standards of service, hours and access to library materials should be uniform throughout the library system. Otherwise, the departmental library with short hours and only clerical staff can be accused of giving poor service. It should be clear who has administrative responsibility for the library; this responsibility should cover all library operations--services, staff, collections, and budgeting. Normally, all branch libraries, all campus books, serials, reports, and audio-visual materials should be administered and coordinated by the director of libraries with the relevant dean or department chairman having a useful advisory relationship. If this is impossible, then the dean or chairman should have complete control.

All library units should be considered to belong to one closely coordinated system. Each faculty library specializes in service and holdings by subject or type of material, while in turn, the central administration and processing departments serve all public

service units. Reduction of overlap in holdings, functions and work, and increase in dependence of each unit on the others should improve efficiency.

The acquisition and processing of all campus library materials, supplies and furniture should be carried out through the central library. Staffing needs depend on the hours of service required, physical building lay-out, amount of circulation work, distance from the central library, and number of rooms. Faculty librarians should have formal education in the subject discipline of the faculty library as well as in library education. It may be advantageous to establish a subcommittee of the faculty library committee to advise on the problems in each faculty library. Each library's collection should be restricted within the subject field served by the faculty and should include all forms of material. The larger the number of faculty, institute, and departmental libraries, the greater the amount of duplication needed because the subjects overlap or are closely related. To avoid this duplication will force users to visit several libraries in order to conduct even a small literature search. Particularly when this means duplicate subscriptions to expensive indexing and abstracting services, such duplication can be afforded only by very well supported Iranian institutions. Each faculty library should have a complete record of its holdings.

11. Statistics

A statistical report should be made to the university administration and the Ministry of Science and Higher Education for each fiscal year. All university book collections should be covered, and all expenses should be included, whether previously budgeted or not. No single expense should be included in more than one category. All library expenditures should be reported during the fiscal year when they were made. Expenditures should be subdivided in the following categories:

a. Staff remuneration should be divided among subprofessionals, non-professionals, and students.

b. Books and other non-periodical materials includes all expenditures for the purchase of books, back periodical volumes, pamphlets, manuscripts, prints, maps, slides,

filmstrips, microfilm, film, recordings and similar material, also subscriptions to book-supplying agencies, searching or agent's fees, sales taxes, postage, handling, insurance and express charges.

c. Periodicals includes all expenditures for the purchase of current periodicals and subscriptions to periodical-supplying agencies. Serial searching or agents' fees, sales taxes, postage, insurance, and express charges should be included.

d. Commercial binding charges should be shown separately.

e. Supplies

f. Equipment and furniture

g. Travel and hospitality

h. Miscellaneous includes all expenses not otherwise covered.

i. Building operation, rental and maintenance charges should be included only if they are part of the library's budget and the personnel involved report to the director.

Personnel figures should indicate the number of staff members employed at the end of the reporting period and the number of budgeted vacancies as follows

a. Professional librarians, full-time and part-time

b. Subprofessionals, typists and clerks, full-time and part-time

c) Part-time student assistants, total hours and salaries paid.

The basic collection counting method is by individual physical volume. Statistics should represent the number of volumes held at the end of the fiscal year and the net annual increase. They include only material cataloged or otherwise made accessible for use. All duplicate copies should be counted. If material is weeded, a deletion should show the net holdings figure. Material on deposit from another institution should be included when the deposit is for an indefinite period. Each one of the types of material defined below should be reported as a separate figure. Books includes both bound and microtexts. Cataloged pamphlets are to be counted by physical unit; an author entry must be provided for a pamphlet to quality for inclusion in the count. Periodicals

should be counted by physical volume, though they may still be unbound. Neither serial publications planned to be completed within a given period nor annuals should be counted as periodicals. Sheet music is counted individually. Collections of maps or prints issued by the publisher are counted by the box or the sheet. Braille volumesare included by physical volume. Each complete manuscript should be counted as one. Microfilmed serials should be counted by volume where possible, otherwise by piece of film, by card or reel. Audio-Visual include all slides, films, and sound recordings which require machine use. This material is essentially pictorial, whereas microfilm materials are essentially textual. Audio-visuals individually are to be counted by physical unit. All other materials in the library's organized collections — small leaflets, broadsides. clippings, prints, pictures, photographs, loose prints, archives, etc. — should be counted by the piece.

Loan figures should indicate total recorded transactions for all types of material. Renewals are included as new transactions. A "volume" is any physically separate item. Use should be reported by faculty, undergraduate, graduate, and other circulation. The loan count should include: a) all loans for home use, b) internal library charges, primarily of reserve materials. Circulation figures may be broken down between types of material, the major book classification categories, or by type of borrower, if this is useful. The total number of photocopies reproduced for users on campus should be sub-divided into paper sheets and microreels. The interlibrary loan count should include loans of all types of material to another library system, as well as borrowing of material from another library. Photocopies sent to another library in lieu of original material should be counted separately, each article copied, or each microfilm reel being counted as one item. The interlibrary loan circulation figures should be broken down into a) items borrowed, b) photo items received, c) items lent, d) photo items sent. The number of interlibrary loan requests should be listed, also.

12. Building

Successful library service presupposes a room or building functionally designed which can be operated efficiently. The type of building provided will depend on the Iranian institutional character and aims, e.g., the residential university having different requirements from the commuter college. Library atmosphere should be conducive to intellectual effort. It should be reasonably quiet and pleasant, have fresh air and good lighting and always be kept at a proper temperature. Well planned areas must be provided for circulation and reference service, reading rooms, periodical display shelving, display space, listening to recordings and faculty studies. The shelf capacity required depends upon collection size and growth rate.

Building size will depend on the type and size of institution served, the instructional methods employed, whether the student body is resident on the campus or not, the availability of other campus study facilities, and the number of volumes. Any new library should be so located that future expansion is possible. Most Iranian libraries tend to underestimate the shelving space needed for the future.

Efficient library operation entails quarters for ordering, preparation, cataloging, binding and mending, filing, and similar activities. Administrators should have private office space. Staff lounge with simple kitchen facilities is highly desirable. Special housing facilities must be provided for material such as maps, pictures, art books, films, records, tapes, archives, and microprint. A minimum of staff supervision should be required. Traffic through the library should follow well defined aisles which do not cross reading areas.

In general, expansion should be provided over the same period with which the Iranian institution is concerned in its overall campus planning, usually about twenty years. The number of seats required will be determined primarily by the enrollment. Library seats should be provided for at least 25% of the student body, equated to

full-time. Universities anticipating a marked enrollment increase in the near future will need more generous seating.

Much of the building's effectiveness depends on proper provisions for heat, light and air, sound-conditioning, air-conditioning, lighting, and decoration, creating a cheerful and comfortable atmosphere. The entire building should invite use through open stacks and convenient layout. Library operation should determine the interior layout, exterior features and dimensions. The building should be completely functional, and modern principles of operation and maximum space utility used. It should be attractive and economical to operate, not wasteful of space. The building should be adaptable, including an absence of interior weight-bearing walls, so areas may be rearranged with minimum alteration. The maximum number of seats should be requested within the limits set by finance and the site. Study halls or reading rooms in other buildings should reduce the number requested. A classroom will be needed in which library use instruction can be given.

Each stage in planning a new library building should be initiated and controlled by the director of libraries. He should lead building discussions with university administration, architects, library staff, and consultants. To properly represent all of the diverse interests in such a major project, a library building planning committee should be appointed by the chancellor. It should include representation from the library staff, the architect, the contractor, the faculty, the university business office, buildings and grounds office, and director. All decisions concerning the building should be made by this committee.

In order to plan a new building properly, it is necessary to study the matter thoroughly over a period of time. Some university libraries hire a professional staff member to coordinate this project on a full-time basis as well as sending a team to visit superior new academic library buildings in other countries. There is considerable English language literature on this subject. Also, through the Institute

for Research and Planning in Science and Education, architectural advice may be obtained, and through the Tehran Book Processing Centre, a library architecture consultant may be found. Ideas from the library staff should be considered, in particular those staff members who will operate the building. Many modifications of building plans should be expected, so it is important to find an architect amenable to librarians' ideas.

After a thorough study has been made of university campus development plans, then a program of space requirements, principles of operation, and service should be written. Since it will guide all planning, this building program is of vital importance. Space needs should be expressed in floor plans accompanying the written program. The program should provide a statement of space requirements and principles of operation and service based on the following factors:

1. Projected student enrollment and teaching staff influences reader space.
2. Projected bookstock size and growth influences book stack space.
3. Projected library staff size influences space for service functions and staff welfare.
4. Types of service to be provided.
5. Open shelf access with stacks interspersed with reader space.
6. University educational program, e.g. an increase in graduate studies increases the need for a large book stock and a large number of study carrels.
7. Proposed building site, e.g., degree of dispersal of student living accomodations will affect percentage of students to be seated.

The building should emphasize maximum flexibility in order to accomodate the many changes in function which the Iranian academic library can be expected to undergo in the next generation. It should not emphasize appearance because that will usually require a sacrifice in functionalism. Planning should include several versions of the physical layout of each room and each floor. All of the pieces of furniture and equipment should be

listed room by room.

Well designed library furniture should be provided which is sturdy, comfortable and attractive. A variety of seating types should be available including tables, carrels, individual desks, and comfortable lounge chairs away from tables. New shelving and furniture should be purchased to follow the specifications developed by the Tehran Book Processing Centre in cooperation with local carpenters.

The following generally accepted space ratios should be used:

a. 2.5 square meters per seated reader

b. 12.5 square meters per staff member

c. 100 volumes per square meter for shelving

d. 750 kilograms per square meter of maximum floor load

e. In addition to space needs for library functions, 40% should be added for building services, washrooms, stairs, corridors, ducts, elevators, etc. to arrive at the building's gross square meters.

Most Iranian universities should have one large central library building housing all facilities, and located near the focal point of the campus and expected user traffic. This is the most efficient method of housing and operating a library. While the individual faculty library may be able to give more personalized service to its students and faculty members, the expense of staffing it twelve hours per day and purchasing for it a separate book collection are considerable. In cases where an entire faculty's classes and offices are located more than two kilometers away from the central university library, however, a separate facility may be justified.

13. Evaluation

Because so many intangibles are involved, determining library service quality is very difficult. But the inherent difficulties in no way minimize the importance of attempting to discover the extent to which an Iranian library is serving its clientele

successfully. Circulation statistics constitute one major information source useful in evaluating service, although in an open shelf library these records give only a partial picture of use. However, if per capita two week student book circulation indicates an upward trend over several years, service must be improving. Other useful types of information are attendance figures, materials actually being read in the library at given times, reference questions answered and book requests filled, the number and nature

of interlibrary loans. The teaching faculty and the library staff may wish to undertake joint studies of the library's program. Occasionally, it may be desirable to engage an outside consultant to conduct a survey; the Tehran Book Processing Centre Planning Department can make such arrangements.

Each Iranian academic library should be evaluated as part of a general Institute of Research and Planning in Science and Education institutional evaluation. An evaluation team should be appointed to visit the library and examine it in person, probably at the same time that the general Institute team visits the campus. Previous to the visit, the team should request the library staff to complete a questionnaire providing detailed information on recent activities. The team visit should allow a follow up on questionnaire results. Below is a sample university library questionnaire.

To the Director of Libraries:

The following questionnaire must be completed candidly, completely, and objectively. It should cover all libraries supported by the university. Its answers will be supplemented by an evaluation team visit during which the questionnaire can be discussed and further information obtained by observation and discussion. When returning the questionnaire, please send also a separate copy of the university catalog plus copies of all other university publications in the past two years for each of the three team members. The visiting team will examine the records used to complete the questionnaire. Any answers which are not completely honest and accurate will result in failure to pass the accreditation program.

A. Quarters

1. List all central, faculty and departmental libraries together with the bound volume and staff total of each one.
2. Total square meters of library space available?
3. What is the total seating capacity for readers? For staff?
4. Total shelf capacity? Capacity of processing room shelving?

5. Are the library quarters centrally located on the campus? Explain.

6. Is library furniture comfortable and attractive? Explain.

7. Is the library comfortably heated in winter and cooled in summer? Explain.

8. Are the library noise and humidity properly controlled? How?

9. Describe natural and artificial lighting, its control and adequacy.

10. Is the library convenient, quiet, and inviting for students and faculty to use?

11. What evidence exists of student opinion on the convenience and attractiveness of the library? What improvements would they like to see?

12. Describe plans for new branch or central library quarters.

B. Administration

1. Have the university trustees considered and formally approved the library's objectives and basic acquisition policy?

2. Who participates in determining the library's objectives, basic acquisitions policy, and budget?

3. Draw the library's organization chart. It should show supervisory and advisory relationships for all campus libraries and staff members.

4. Is there a faculty library committee? Describe its composition and enclose photocopies of the minutes of its meetings for the past two years.

5. Describe the student library committee, its composition, and enclose photocopies of its minutes for the past two years.

6. List the university faculty and administrative groups of which each professional is member.

7. About how often are conferences held on administrative and curricular problems between the director of libraries and the chancellor or the vice chancellor?

8. Are communications good between faculty members and librarians? Explain.

9. Is there a coordinating library department head or administrative committee?

10. Enclose copies of the library's annual report for each of the past three years.

11. Describe the library public relations program.

12. List the name, education, experience, faculty rank, title, and salary of each professional librarian on the staff.

13. List all other library staff members, part-time and full-time, and show the educational level, position level and salary of each one.

14. List all library conferences, workshops, or formal courses in Iran and abroad in which staff members have participated in the past two years.

15. Do separate faculty libraries meet the needs of the total student body better than would a single collection? Are they properly controlled by the central library administration? Explain.

16. For each of the past two years, show total library expenditures for

    a. Personnel (divide between professional, nonprofessional, and student)

    b. Books

    c. Continuations

    d. Periodicals

    e. Binding

    f. Audio-visuals

    g. Equipment and furniture

    h. Supplies

17. Should the library budget be increased, and if so, how much and for what purpose?

18. Enclose copies of all administrative control forms used, such as the following:

    a. Daily circulation statistics record

    b. Reference statistics record

    c. Book acquisitions and cataloging statistics

    d. Budget statement of expenditures

    e. Reading room use record

    f. Inter-library loans

    g. Photocopies made

19. Are the library's records well designed for analysing and improving service? Explain.

20. Is an up-to-date library policy and procedure manual available?

21. Explain the basic acquisitions (not selection) policies now in effect.

22. Explain the basic cataloging policies in effect.

23. List several book and serial selection tools used regularly.

24. List several acquisitions tools used regularly.

25. List several cataloging tools used regularly.

26. Explain how preparation for the shelves is done.

27. Enclose samples of all processing forms and cards.

C. The Collection

1. Number of volumes catloged and fully prepared for use?

2. Number of volumes added and weeded out during each of the past three years?

3. Number of serials currently received, by Dewey Decimal or Library of Congress subject divisions?

4. What are library objectives and policies regarding

   a) The nature of the basic book collection?

   b) Selection of older materials?

   d) Selection of periodicals?

   e) Selection of continuations?

   f) Selection of special collections and manuscripts?

   g) Selection of audio-visual materials?

   h) Selection of foreign materials?

   i) Selection of Iranian materials?

5. What is the library's book selection policy in such areas as reference materials, textbooks, books in fields in which no instruction is offered, multiple copies, manuscripts, fiction, the acceptance of gifts, etc.?

6. When and by whom were these policies developed and adopted?

7. The collection should be checked against two organized bibliographies, one in Persian and one in English or French. The evaluation team will specify the bibliographies to be used.

8. What percent of the collection is on open shelves?

9. In your opinion, is the library collection sufficiently broad, varied, and up-to-date to support every part of the instructional program well? Explain. In what areas it is strongest? Weakest?

10. Is the librarian closely in touch with curriculum development and faculty planning, so he can anticipate instructional and research material needs? Explain.

11. What is being done to fill in gaps in the basic collection?

12. Does adequate strength exist in source, monographic and periodical material for all graduate work, honors work, and research offered now or proposed? Explain.

13. How active is each department in recommending books for purchase? List those most and least active.

14. Is the collection in each subject area extensive, attractive, and accessible enough to tempt students to read beyond their assignments?

15. Is the library buying enough new books to keep abreast of scholarly advances in each field of instruction and research which concerns the institution? Explain.

16. Is the periodical list comprehensive, well balanced, and intellectually stimulating? Give examples.

17. What percent of the titles covered in the Irandoc Abstract Bulletin in Science and Social Science are current subscriptions?

18. What provision should be library make for recreational reading? What provision is it making?

19. Are obsolete books continuously being pulled out and discarded, with faculty help, to keep the collection solid and current? List several titles recently weeded.

20. Are interlibrary loans and the resources of nearby Iranian collections being used advantageously, yet not as a substitute for this library's proper development? How?

D. Service

1. Total university enrollment broken down between undergraduate and graduate, in full-time equivalents?
2. Circulation figures for the past two years broken down by two week, reserve, faculty, undergraduate and graduate student?
3. List the library's hours of opening for each day of the week during both winter and summer?
4. Number of hours per day during which a professional librarian is available at a public desk?
5. Is the library open with competent professional help available at the times when students and faculty can conveniently use it? Explain.
6. How much do the librarians, the faculty library committee, and the faculty know about the way and the extent to which the library is being used?
7. What parts of the collection are being used most effectively? Least effectively? Can any relation be traced to the type of teaching? What?
8. How many classes and instructors have visited the library together to study material in the past two years?
9. Number of reference questions answered in each of the past two years?
10. Number of bibliographies prepared for students and faculty in each of the past two years? List sample bibliography titles.
11. Number of inter-library loans sent and obtained in each of the past two years and from what source?
12. Which faculty members have been assisted in research work? Explain.
13. Has assistance been given to faculty members in developing courses? Describe several examples.
14. Is the staff providing the instructional, reference, and bibliographic service which the student and faculty need in order to take full advantage of the library's references? Demonstrate.

14. Sources of Supplementary Information

a. Bibliography

American Library Association. ACRL Committee on Standards. Standards for College Libraries. Chicago, 1959.

American Library Association. Guidelines for College Libraries, Chicago, Draft, November 1970.

Canadian Association of College and University Libraries. Guide to Canadian University Library Standards. Ottawa, 1967.

Dean, John, Standards of Practice for West African Libraries, Ibadan, Institute of Librarianship, University of Ibadan, 1969.

Downs, Robert and Heussman, John, "Standards for University Libraries", College and Research Libraries XXXI (January, 1970), pp. 28-35.

International Federation of Library Associations. University Libraries Sub-Section. Conference, 1969, Copenhagen. Standards in University Libraries, by K. W. Humphrey.

Mansourzadeh, Afsar, Iranian Library Procedure Manual. Tehran, Irandoc, 1971. (In Persian) (in press).

Middle States Assocation of Colleges and Secondary Schools Commission on Institutions of Higher Education. Evaluating the Library. New York, 1958.

Wilson, L. W. and Tauber, Maurice. University Library Administration. New York, Columbia University Press, 1956.

Withers, F.N., Standards for Library Services. Paris, UNESCO, 1970.

b. Library Schools, Assocations, Glossaries and Academic Libraries

Iran has three library schools: (1) the University of Tehran Faculty of Education Department of Library Science offering a Masters degree and an undergraduate minor; (2) The University of Tabriz Teachers Training College offering a Bachelors degree; and (3) Iranzamin, the International School, Tehran, offering a junior college diploma.

The Iranian Library Association, P. O. Box 11-1391, Tehran, and the Association of College and Research Libraries, 50 E. Huron Street, Chicago, Illinois 60611, USA, can provide helpful information. This document's library vocabulary is defined in Persian in the University of Tehran Central Library English-Persian Glossary of Library Terms, Tehran, 1970.

The following are examples of superior Iranian academic libraries which will repay a visit:

(1) University of Tehran Centre of International Affairs Library.

(2) Pahavi University Faculty of Medicine Library, Shiraz.

(3) Pahlavi University Faculty of Engineering Library, Shiraz.

(4) Pahlavi University Faculty of Arts and Sciences Library, Shiraz.

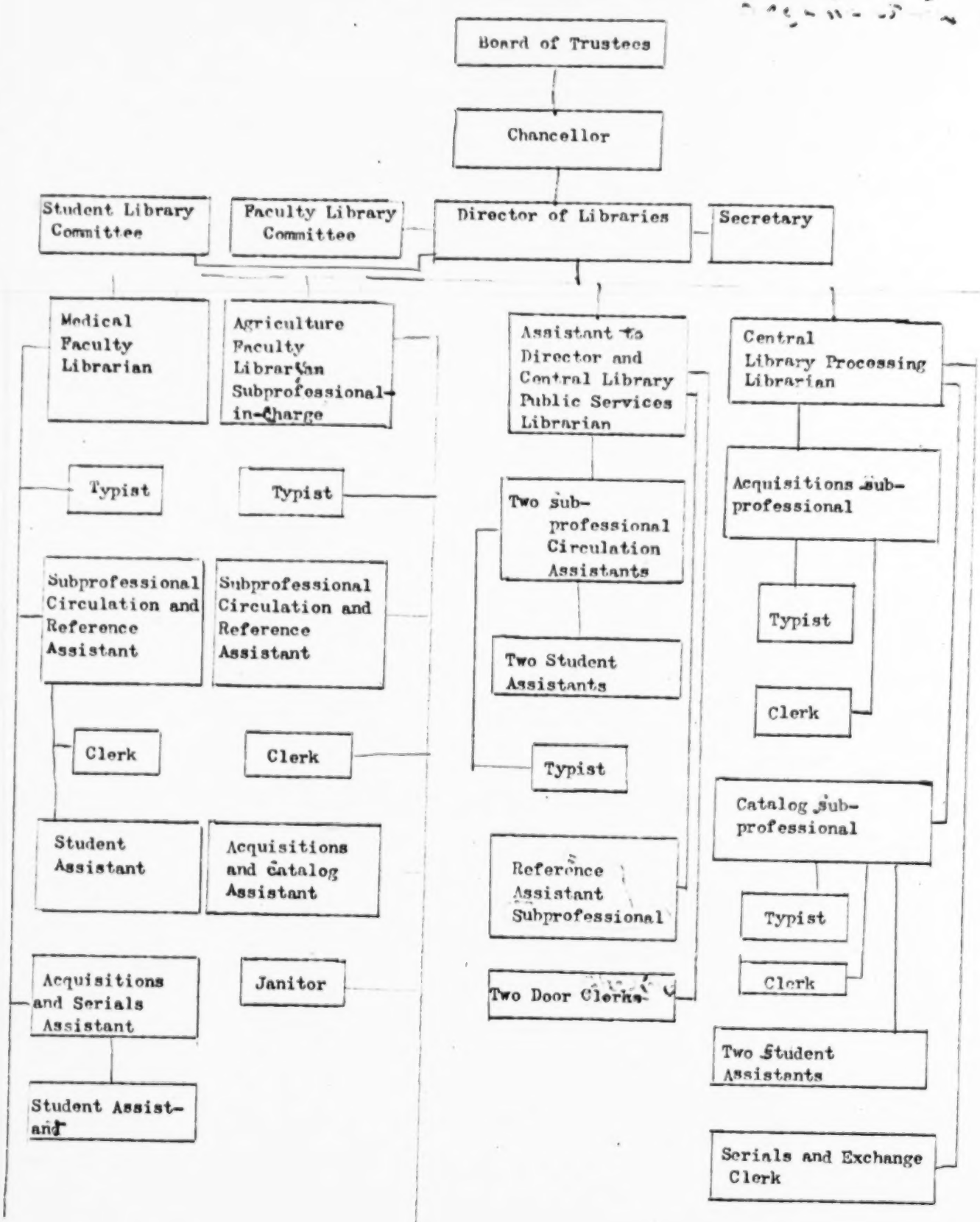
May 1971

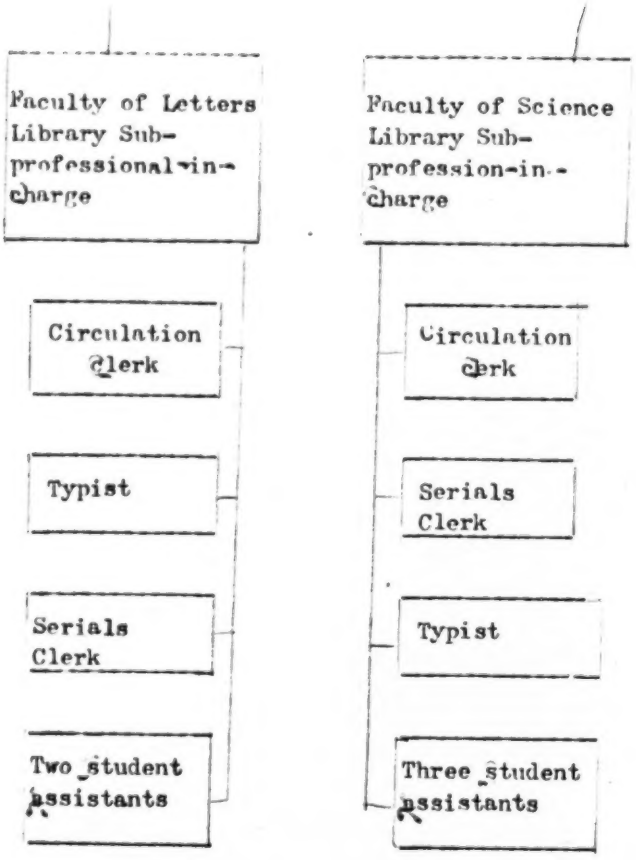
TABLE I

Minimum University Library Book Stock and Staffing Standards

Materials Collection	100000 vols
Annual Book Acquisition Rate in Useful Volumes per Fulltime Student	2
Current and Appropriate Serial Titles Received per 1000 Full-time Students	500
Total Staff Members per 1000 Students	12
Staff % Professional	15%

TABLE II


Board of Trustees
Chancellor
Student Library Committee
Faculty Library Committee
Director of Libraries
Secretary
Medical Faculty Librarian
Agriculture Faculty Librarian Subprofessional-in-Charge
Assistant to Director and Central Library Public Services Librarian
Central Library Processing Librarian
Typist
Typist
Two sub-professional Circulation Assistants
Acquisitions sub-professional
Subprofessional Circulation and Reference Assistant
Subprofessional Circulation and Reference Assistant
Two Student Assistants
Typist
Clerk
Clerk
Clerk
Typist
Catalog sub-professional
Student Assistant
Acquisitions and Catalog Assistant
Reference Assistant Subprofessional
Typist
Clerk
Acquisitions and Serials Assistant
Janitor
Two Door Clerks
Two Student Assistants
Student Assistant
Serials and Exchange Clerk


Faculty of Letters Library Sub-professional-in-charge
Circulation Clerk
Typist
Serials Clerk
Two student assistants
Faculty of Science Library Sub-profession-in-charge
Circulation Clerk
Serials Clerk
Typist
Three student assistants